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OFFICE OF TRAINING

DIRECTIVE

COURSE: Instructor Training

SUBJECT: Method of Instruction: Directed Study: Case Studies HOURS: 1 25X1A

METHOD OF PRESENTATION: Lecture INSTRUCTOR: 

OBJECTIVES OF INSTRUCTION: To explain the use of the case study in our training program; to familiarize the student in selecting and preparing a case study for instructional use; to show how to make student assignments involving the use of the case study.

SUMMARY OF PRESENTATION:

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SUBJECTS WITH WHICH COORDINATION IS REQUIRED:

REFERENCES: 7-40.10/5d: Method: Use of Case Studies.

REMARKS: Examples of case studies to be distributed to the class.

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**Instructor Training Course
Lesson Plan**

Title : Method: Case Studies

50 minutes

Objectives : 1. To explain the use of the case study in our training program.
2. To familiarize the student in selecting and preparing a case study for instructional use
3. Show how to make student assignments involving the use of the case study

References : 7-40.10/5d "Method: Use of Case Studies"

Training Aids: Examples of case studies to be distributed to the class

I. Presentation

A. Introduction (Motivation)

5

1. Various places within Agency where case studies are used
2. Particular use of case studies in teaching

B. Definition of the Case Study

10

1. Instructor illustrations
2. Student analysis of operational principles
3. Student development of simulated operational plans

C. Principles of Selecting and Preparing Case Studies

10

1. Selection
2. Preparation
3. Sterilization
4. Sequence and method of preparation

D. Conduct of the case study in the classroom

15

1. General
2. Organization of the class
3. Explanation of materials and assignment
4. Critiques or discussions

-2-

E. Student examination of problems.

10

1. Instructor to distribute various types of course studies used in training
2. A discussion to follow incorporating information on selection - planning and use

Total time 50

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7-40.10/5d

METHODS OF INSTRUCTION: DIRECTED STUDY

Uses of Case Studies

Definition and Uses of the Case Study

The use of the case study as an instructional tool is considered under the topic of directed study although it has some of the characteristics of the problem solving method. The students' assignment on the case study can be limited to read and analyze what is read or to read and analyze and then assume the existence of a realistic problem situation. The case study is an operational history which has been modified for instructional purposes. It offers the instructor an interesting means of presenting a whole body of operational information with all the elements and their dynamic relationships. Because of this fact it is an excellent instructional method to illustrate or to teach the integration of various operational concepts and techniques. Basically, the case study may be planned for use in a course of study in three principal ways. They are:

1. Instructor illustrations.

An entire operational history or an incident from one may be selected or organized to provide a clear example of a concept, the application of a specific skill or technique, or the general pattern of operational conditions. When used for this purpose, the case study is read by the student as a part of his preparation for the lesson and lesson discussion, or, the instructor may relate the example before the class. The student is expected to extract the principles which are reflected in the illustration. The instructor observes the accuracy of the student's understanding and his comments reflecting on the operational judgments involved.

2. Student analysis of operational principles.

When the case study is used for this purpose the student is expected to analyze the given elements of the operations for one of the following purposes?

- a. To develop a set of operational principles from the experiences related in the study.

- b. To recognize the application or lack of application of operational principles illustrated by the study.
- c. To develop a judgment concerning the operational principles which were applied, misused or omitted by the principals of the operation.

In each instance the instructor scores the student on his recognition of the operational principles contained in the study and on any statement of judgment by the student.

3. Student development of simulated operational plans.

When used for this purpose the case study is an instructional problem. After acquainting himself with the operational situation, the student is required to propose courses of action for the participants in the case, usually identifying himself with one of the principals. The student is expected to integrate the application of the concepts, techniques, skills and procedures which have been taught in previous or related instruction. The instructor scores the student both on the knowledge of operational concepts and his judgment in his proposed application of them in the simulated situation.

Principles of Selecting and Preparing Case Studies

1. Selection.

The use of a case study is not an end in itself. The case study must illustrate, cause the student to analyze, or require the student to propose operational concepts which are the instructional objectives of the course of study. The case history material from which it is developed must be chosen by only one criterion: its essential features contain a situation and the facts required to illustrate the operational principle or principles taught in the course. It must be selected for a specific place in the course. For our purposes, the case histories selected should relate to certain fundamental premises regarding the nature of our principal operations officers and their problems in the field.

2. Preparation.

a. General. Several over-all factors should be kept in mind during the re-organizing or editing of a case history for use as a case study. These are:

- (1) The need for the study must be recognized and its use planned before the study can be developed. The essential factors which are to be taught must be clearly established by the instructor.

- (2) The general pattern of the case history must be understood. That is, the case study may be treated in a positive or negative way, whichever serves the objectives of the lesson better. Either successful operational procedure or operational errors and inconsistencies may be emphasized.
- (3) The portions to be emphasized and others to be subordinated, must be recognized as consistent with the needs and objectives of the lessons.
- (4) As a rule, the chronology of the study should be progressive, as in the drama. However, it may be necessary to speed-up or slow-down certain times within the action for purposes of closer examination of detail or to eliminate unimportant periods. In many instances operational elements or chronological events may be repeated or reappear for purposes of continuity or emphasis.
- (5) In general no critical or editorial comments should appear in the case study - only a recounting of facts. When comments are required for clarity or for instructional purposes they should be separate from the body of the case study.
- (6) If complexity is avoided the elements of the problem will be more easily controlled and better aligned with the objectives of the lesson. If it has been determined that one of the important goals of the instruction is to observe the student's capacity to recognize and cope with the complexities of most operational situations, then this principle is to be avoided.
- (7) Plan to give the student guidance in his study, evaluate his judgments and critique his work with him.

b. Planning the preparation. Selecting, procuring and preparing a case history into a case study is a task which cannot be planned or completed in a short time or "between courses." Much effort and time is lost unless the instructor can give his undivided time to the effort. Consequently it is necessary to plan the preparation. These points must be explored and some systematic effort developed to meet them:

- (1) Establishing liaison with operational branches which may have pertinent case histories.
- (2) Exploration of operational case files to determine value of the case for training purposes.

(3) Formally developing an agreement with the operational branch concerning the sterilization of the case history.

(4) Uninterrupted reading and basic planning of the case study.

(5) Uninterrupted writing of case study materials.

(6) Testing case on instructional staff.

(7) Final preparation of case study materials and administrative details.

c. Sterilization. As indicated previously, the method and extent of sterilization of the case history must be approved in advance by the operating division that released the operational files. Subsequently, the sterilized case study must be submitted to the division for a final approval. For instructional purposes, another reason exists for planning the sterilization. The kind and degree of modification of the facts - times and places, particularly - may weaken the value of what is illustrated in the case study. The plan for sterilization must be developed by the instructor and an early application made of it to the case history in order to determine its effect on the teaching possibilities of the case. Valuable time and effort may be saved by rejecting the case at this point.

d. Sequence and method of preparation.

(1) Reading and note-taking - Initially the instructor preparing the case study from the operational files must familiarize himself carefully with all the details of the case history. This means reading and re-reading of the files. These readings provide excellent opportunity for compiling notes on the case which will be of invaluable assistance in the later phases of preparation. What should be done at this point is to outline carefully:

- (a) Chronological sequence
- (b) Operational organization
- (c) Principal operational techniques
- (d) Pertinent characteristics of the participants

This outline can be used for the first comparison of the case study with the objectives of the instruction to determine if it will be a suitable instructional vehicle.

(2) Establishing essentials of the case study. For most purposes a complete case history need not be incorporated into the case study as many of its minor story threads and incidental facts will not be pertinent to teaching objectives or do not effect the case materially. These, therefore, are eliminated systematically by the instructor. The individual and total effect of their omission must be analyzed by the instructor to avoid an unbalanced or incomplete case study.

(3) Comparison of crucial framework with instructional objectives - It is pertinent at this point to compare what now remains as the essential framework of the case study with the objectives which have been established for the use of the case history. Significant gaps in chronology, unnecessary facts, inappropriate relationships of facts, excess or absent participants will be revealed by the comparison. This consideration should also include an evaluation of what now constitutes the points of emphasis in the case.

(4) Modifications of fact - The comparison noted in the preceding paragraph will almost always require that the essential facts of the case history be modified or supplemented in order to achieve a more perfect teaching tool consistent with the objectives of the instruction. Seldom is a case history found that illustrates completely or as simply as necessary, the operational concepts or techniques which have been separated arbitrarily for instructional purposes. All modifications, including the development of new personalities in the situation, must be carefully constructed against the pattern of activities remaining from the case history to insure the continuity and operational reasonableness of the case study.

(5) Developing the specific structure of the instructional plan. All the factors of the training situation discussed in another phase of this course are considered at this point to evolve the general plan of conduct. These factors of instructional time available, facility space, instructor personnel and status of training of students establish the pattern of use of the case study and, to a degree, its effectiveness. The detailed preparation of the case study begins when these limitations are understood. This preparation involves several considerations usually in the sequence suggested below.

(a) Sterilization and validation - It would be useless to proceed unless the operational desk which furnished the case history files did not agree to the plan of sterilization and control.

This is done for all points of the case history to be used and submitted to the desk for approval. At the same time the instructor has an opportunity to compare his concept of the case and its events with the desk officer and by so doing gain a greater insight into the implications of the operation. His impressions of the principal participants, evaluations of the effect of events, criticisms of operational techniques and the actual facts can all be validated with the desk officer. Such information is invaluable to the instructor, not only for his case study preparation but also for the classroom discussions. Instructors should realize that a great deal of tact is necessary in these negotiations as case officers are not always objective in viewing operations with which they have had personal contact, particularly if the operation was not a complete success.

(b) Instructor and student materials - The preparation of the instructional materials for student and instructor use is the most difficult task facing the instructor. The problems involved in their preparation, the general principles of their construction and other considerations have been discussed in the lesson on the problem-solving method. In addition, some general aspects of the approach to the materials were pointed out earlier in this paper. The format of the materials issued the student should as nearly as possible duplicate the original papers in the case history. Where this is not feasible because of security or other reasons and in all instances where "background" information or summaries of portions of the case are written out for the student, a full narrative style should be used. A greater degree of realism is retained if the progress of the case follows in every way the actual running of cases on file in the operational offices. In this manner the student may be required to handle and apply cable writing and traffic procedures, effective filing methods and other operational administrative techniques. Where the case study is used for other than illustrative purposes, it may be developed with the student in several phases, the requirements of each phase being different. Instructor materials and pertinent instructions relating to the techniques of instruction to be used with the case study should emphasize the objectives of the instructional plan so that the instructors will not "lose sight" of them once they are "wrapped up" in the details of the case.

Specific opportunities provided in the discussion plan for the case study to bring the student's attention to the relationship of the case with the instructional objectives should be made clear in the instructional materials.

(c) Staff critique - Before the case study is used for the first time with a group of students (and to avoid expensive reproduction) the case study materials and the instructional plan should be submitted to other instructors for careful scrutiny. Seldom can one instructor develop all details required without minor inconsistencies in the facts or characterizations, at least. These omissions, suggestions for improvement and several evaluations as to the effectiveness of the case study and the instructional plan in achieving the lesson objectives will result from such scrutiny and a subsequent, full discussion of the study. Seemingly inevitable typographical errors and awkward sentence structures are located this way.

(d) Final planning - Once the merits of the case study have been determined and final changes made in its detail, plans are made for its inclusion in the course of study. Problems of administration such as instructional time, classrooms to be used, visual aids necessary, reproduction of student and instructor materials are worked out.

(e) Instructor briefing - When several instructors are to conduct the lessons in which the case study will be used or to assist in any way, such as participating in or leading discussions, their instructions must provide for the variety of approaches, comments and solutions which may be proposed by the students. The points of flexibility of emphasis within the case study discussions to be displayed by the instructor must be tempered with a fine understanding of the objectives of the problem. Specific attitudes, reactions to particular student ideas and other techniques desired of the instructor must be explained. The instructor must be a student of his problem - showing a readiness to learn the deficiencies of his instruction and accept ideas from his students on the case itself. The first "running" of a case study will show that you did not anticipate all the possibilities the students would think of in their study of it. These ideas must be adjusted to the case study and all instructors made aware how to "handle" them.

Conduct of the Case Study in the Classroom

1. General.

Little learning value will result from using a case study unless the instructional objectives of its use are indicated clearly to the students initially and continuing reference is made as the major points in case develop those objectives. Those objectives should be stated concisely and expressed clearly to the students. One aim of this type of instruction is to develop an ability to recognize the elements of operational situations and to propose courses of action which will employ accepted operational concepts and principles. Here recitations of facts by the students are not sought. Instead the conditions or reasoning surrounding the existence of those facts should be emphasized by direct reference between the case study and the instructional objectives.

2. Organization of the class.

The purpose of the instruction, the number of students vs. instructors and the physical facilities will prescribe the kind of organization which will be required in the classroom. Several plans of organization were discussed in the reference, Problem Solving Method. These are effective for use with the case study. If sufficient instructors are available, the committee plan is valuable because it provides smaller discussion groups and the opportunity for more participation by all students and closer observation of the students by the instructors.

3. Explanation of materials and assignments.

Although the case study materials are issued to the student in written or documentary form, a "briefing" is necessary to clear up any doubts arising from the materials or the assignments placed on the students. Such briefings are of little value in the more lengthy cases unless the student has had an opportunity to read the materials and reflect upon his assignment. The principles of preparing student assignments expressed in other reference papers of this course are applicable. The student must have no doubt as to the work that is expected of him, the standard of that work and the length of time in which he has to complete it. To do this satisfactorily is difficult in a class where there is a great diversity of student backgrounds and experiences. The instructor should be clear also on the manner in which he expects the student to study. The explanations of fact or situation presented in the case study are often targets of the students who do not have a clear understanding of the case or wish to take liberties with a teaching situation which requires them to demonstrate initiative and sound reasoning. The instructor must be tactfully firm in these instances, maintaining the simplicity of the case and the soundness of the facts or assumptions so that others will not be confused.

4. Critiques or discussions.

The methods of handling the critiques or discussions of the case studies are detailed in the references, Discussion Methods and Problem Solving Method. It is of particular importance in using the case study that a personal interview with each student be held by the instructor who has scored the student's written assignments, if time and space limitations permit. Classroom discussions do not always provide an opportunity for each student to explain his reasoning or analysis of the points discussed.

Evaluation of student proposals for action or solution are necessary to make the instruction pointed and to devise means of evaluating the students' judgment. Although the general principle of presenting a "school" solution should not be followed, the instructor must exercise firmness and the courage of his convictions. The instructor must give appropriate credit to the student's sound reasoning which may vary from his own. At the same time he must be prepared to show clearly the reasoning in his solution. Personal differences in opinion and hedging are not the prerogative of the instructor.